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Girls and Women Connecting
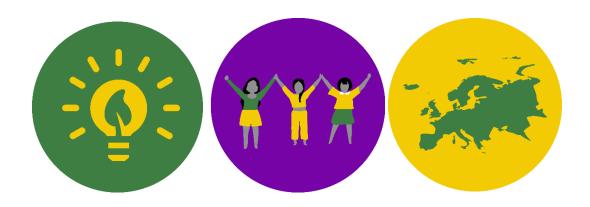for Environmental Change

We4Change: Girls and Women Connecting for Environmental Change

We4Change Changemakers Event Curriculum

Mentoring for Change workshop

We4Change *"Girls and Women Connecting for Environmental Change" is a project funded under the Erasmus Plus programme of the European Union that aims to contribute to the EU Youth Strategy by engaging, connecting and empowering young girls and women with digital and innovation skills, increase civic engagement and unlock their changemaking potential to engage in society and have an active role in addressing the challenges posed by climate change. More information and educational resources can be found at* http://we4change.eu/

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Responsible partner: Empow'Her

Dear trainers,

We're happy to introduce you to the **"Mentoring 4 Change"** module!

As you will notice on the W4C events' planning, on day 2, 4 hours will be dedicated to project work with coaches and mentors. There will be around 5 coaches and mentors by events who will be in charge of guiding the groups in the development of their idea and get them ready for the jury presentation.

Who are the mentors and coaches?

Mentors and coaches will be professionals from different backgrounds. As event organizer, it will be your responsibility to identify and recruit these coaches and mentors. They can differ from one event to another, according to the topic.

They can be experts on the event's topic or other area, they can be professional coaches, entrepreneurs or any experienced professional willing to support the participants through this journey!

You should keep in mind that all coaches and mentors will intervene voluntarily, and that no remuneration will be planned in the frame of the project.

What will be their role during the W4C events?

The mentors and coaches will intervene during the 2nd day, for the project work. Prior to their intervention, the participants will have been trained to develop their digital skills, better understand the event's topic related to climate change and composed groups following a design thinking session.

Therefore, this project work session will be the last moment fully dedicated to the idea development, prior to the jury presentation and closing of the event.

During these 4 hours, coaches and mentors will go from group to group with 5 goals in mind :

- Better understand the participants' ideas and encourage them to deepen their thoughts
- Help them to work as a group

- Reassure and give them confidence in the development of this project
- Guide them in the development and next steps of this project
- Prepare them to the presentation in front of the jury

Why are we hosting this session?

This session is essential to provide mentors and coaches with context, tips and tools and get them ready to intervene during the events.

More concretely, our goals through this session are :

- Better present the We4Change project and the We4Change changemakers events
- Tell them all about their role during the events
- Provide them with tips and tools to guide the girls the best way possible
- Allow them to meet each other prior to the events
- Answer all their questions prior to the events

How is the session designed?

The session is planned to last 2h20 but it would be preferable to schedule a 2h30 meeting to take the time to answer all questions and make the most of the exchange (and everybody will be happy to finish earlier!).

It is designed to be quite light in terms of learning and really interactive: the audience are professionals committing voluntarily, so our goal is for them to have a nice time.

The session is divided into two main parts:

1 - Better discover the We4Change changemakers events and understand better their role

2 - Be provided with tips and tools to guide the participants the best way possible

The session is designed to be held online, to make it as convenient as possible for mentors and make sure they will all be able to attend. No specific material is required except a computer, good internet connection and a Zoom account.

- Prior to the meeting: make sure you share the date, time and Zoom link with all attendees and take the time to confirm their participation.

- Point of attention: if your audience is international, make sure you take into consideration everyone's time zone and precise yours (ex: WET, CET, EET, etc).

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Content of the session:

Slide 1: Welcome and thanks everyone, introduce yourself and present today's agenda (5 minutes)

- Better present the We4Change project and the We4Change changemakers events
- Tell them all about their role during the events
- Provide them with tips and tools to guide the girls the best way possible
- Allow them to meet each other prior to the events
- Answer all their questions prior to the events

Slides 2 to 5: About W4C (10 minutes)

- General presentation of the project
- Focus on the W4C Changemakers events
- Focus on the events' planning and when will they have to intervene as mentors

Slides 6 to 10: Your role as mentor and coach (45 minutes)

- 20 minutes for the icebreaker: the session is designed for around 15 attendees. Each of them will have to change their Zoom name with their actual name and their superpower (eg : "computer master", "changemaker", etc). Then, make a quick round of table (initiated by yourself) during which you will share your name, your superpower and the main thing you would like to pass on to the girls and women attending the events

NB: if the group is above 15 people, create breakout rooms of 10 people each)

- 15 minutes to explain their roles as mentor with the 5 objectives and recontextualise (when will it be during the event, what will the girls have done prior to this time with them). Make sure you take the time to answer all their questions.
- 5 minutes of exchange: According to them, what are the characteristics of good mentoring? They could give keywords, qualities, talk about the must have of a relationship between a mentor and a mentee, etc
- 5 minutes to explain the key tools and tips that we will share with them today: How to find the right posture? How to listen with attention? How to efficiently paraphrase and question?

Of course, all these tools and tips are subjective and open to discussion! Encourage them to share their thoughts and reaction in the chat, and make sure you take them into account while doing the presentation.

5 MINUTES BREAK !

Slide 12-13: Find the right posture (5 minutes)

Edgar Schein's approach to interactions while helping is an interesting 1st step in the topic: which posture should I adopt while mentoring the participant, in order let them express themselves and their ideas freely ?

E. Schein identified 3 different postures; each approach seems right in different situations:

- Expert:

The expert is brought in to perform a specific task or solve a specific problem. The expert is needed when mentees has diagnosed and identified the problem themselves and needs help to implement a solution.

- Doctor:

In a way similar to the expert but has additional powers of diagnosis. In these situations, the mentee comes to the consultant with symptoms, without knowing what is causing them.

- The process consultant:

Rather than trying to provide a solution, or externally diagnose the problem, it instead places the onus on the mentees themselves. It is the mentees who know better the idea and the issue they would like to solve in this context and may have a much better sense of what will or will not work.
Unlike the 'expert' or 'doctor' models of help, the mentee continues to own the process and doesn't offload it onto the helper. It is the mentee's problem; the consultant just helps them find a workable solution.

Slide 14 (10 minutes): At this point, you can take a moment with them to discuss this theory: what are their thoughts? Do they sometimes adopt a particular posture? What do they think is the best posture to adopt?
To do so, you can split the group in breakout rooms of 3-4 people for 5 minutes and then have a collective exchange of 5 minutes in the main room.

Conclusion: According to Schein, **the best posture in the process consultant one**. It empowers the mentee as she is involved in the process of identifying the problem and the solution. In the future, it will allow the mentee to better face difficulties. To adopt this posture, the process consultant needs to accept the fact that the final decision will be taken by the mentees and should practice active listening (see next point).

E. Schein's biography :

Edgar Schein is the *Society of Sloan Fellows Professor of Management Emeritus* and a Professor Emeritus at the MIT Sloan School of Management.

Schein investigates organizational culture, process consultation, research process, career dynamics, and organization learning and change. In *Career Anchors*, third edition (Wiley, 2006), he shows how individuals can diagnose their own career needs and how managers can diagnose the future of jobs. His research on culture shows how national, organizational, and occupational cultures influence organizational performance (*Organizational Culture and Leadership*, fourth edition, 2010). In *Process Consultation Revisited* (1999) and *Helping* (2009), he analyzes how consultants work on problems in human systems and the dynamics of the helping process. Schein has written two cultural case studies—"Strategic Pragmatism: The Culture of Singapore's Economic Development Board" (MIT Press, 1996) and "DEC is Dead; Long Live DEC" (Berett-Kohler, 2003). His *Corporate Culture Survival Guide*, second edition (Jossey-Bass, 2009) tells managers how to deal with culture issues in their organizations.

Schein holds a BPhil from the University of Chicago, a BA and an MA in social psychology from Stanford University, and a PhD in social psychology from Harvard University.

Resources:

Edgar H. Schein | MIT Sloan
Are You the Expert, the Doctor, or the Process Guy? | Leader's Beacon : Knowledge is Power (leadersbeacon.com)
How You Can help - Process Consultation – deparkes
Exploring The Consultant's Helping Role – Results Map®
Helping: How to Offer, Give, and Receive Help: Edgar H. Schein: 8601400277584: Amazon.com: Books

Slides 15-16: Listen with attention (7 minutes)

To be able to adopt this posture of process consultant, it is essential to rethink the way we listen to one another, and the way mentors will listen to the participants' ideas.

Otto Scharmer summarizes 4 levels of listening:

- Downloading: This is the most basic and habitual form of listening. It is very direct, and usually only occurs when the individual is familiar with what they are hearing/being told and are therefore only listening to confirm what they already know, or their current opinion, which is likely not to change. Everything they are hearing is being projected onto preconceptions of the situation and is reflecting the past rather than the present moment.

- Factual Listening: This is the next stage, which involves listening with an entirely open mind and without any presumptions or prior judgements. Individuals employing factual listening are attentive to new ideas and data and are accepting of any differences from what they already know. The outcome is that their opinions or views on a situation may be altered by new information which is now available to them. This is good for scientists, or individuals in an analytics situation, but is still not suitable for those who need to be more visionary, such as leaders.

- Empathic Listening: Empathic Listening requires a yet deeper level of listening and needs the individual at hand to have a certain level of emotional intelligence. This is the ability to truly connect with the individual who is being listened and to see the world, situation, subject or opinion as they do, through their eyes, and provides them with an emotional connection to the speaker. This provides the listener with alternative perspectives which can help to sculpt and define their decision-making.

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- Generative Listening: This is the highest, most informative level of listening, and is a very important skill for leaders to learn. It requires the individual to gain a connection with the best future that they can; an emerging and developing future, or possible futures. This subsequently results in a profound shift and a truly deep sense of knowing. This can be used to envisage individual development and can also be used to design and plan organisational change.

Otto Scharmer's Biography:
Otto Scharmer is a Senior Lecturer in the MIT Sloan School of Management and co-founder of the Presencing Institute. He chairs the MIT IDEAS program for cross-sector innovation and introduced the concept of "presencing"—learning from the emerging future—in his bestselling books *Theory U* and *Presence* (the latter co-authored with Peter Senge and others). His most recent book, *The Essentials of Theory U*, summarizes the core principles and applications of awareness-based systems change.
Dr. C. Otto Scharmer | Otto Scharmer

Resources:
Otto Scharmer's 4 Levels of Listening: Be a Better Listener - The World of Work Project
Four Levels of Listening (businessballs.com)

Slide 17 (15 minutes) : In breakout rooms and in groups of two. Each participant will have to speak for 5 minutes straight without being interrupted by the partner, who will be actively listening. And the other way around.

They can answer the following question for instance: Why would you like to be a mentor?

Back in the main room at the end of the exercise, encourage them to share their thoughts on this theory. Does it ring a bell to them? How do they self-reflect on this? Have they already experienced Generative listening? Do they understand the difference with empathy?

Slides 18 - 19: How to use these tools to foster group work (5 minutes)

These elements can also be relevant to pass on to the participants, to help them collaborate and prevent some of the girls to feel excluded or intimidated. Our goal is for them to have a great time, feel comfortable, create links and develop their self-confidence.

We highlighted 3 attention points, but you can also invite the mentors to speak up if they identify other.

- Some attendees are intimidated by the group and don't feel confident enough to share their thoughts;
- Some attendees do not listen or take into account others' ideas;
- Some attendees feel overwhelmed by the training and won't keep their interest following the event.

According to these attention points, there are 3 golden rules to keep in mind during the events and within the group:

- All members within the groups should listen to each other, so that everyone feels confident enough to express their opinion
- Members within groups should react with kindness and openness to others' ideas and suggestions
- As mentor, make sure to include everyone and value everyone's idea

Slides 20 – 21 : Why paraphrasing ? (5 minutes)

At this point of the session, we discussed:

- Which posture to adopt as a mentor?
- How to listen with attention to mentee's ideas and foster collaboration and kindness within the groups?

Finally, here are some tips and tools to help the participants deepen their thoughts in the development of their ideas, precise and identify the next steps for them to present a clear project in front of the jury.

Paraphrase

Paraphrasing can be a useful tool to:

- Make sure you understood well the mentee's idea and allow a better understanding from the rest of the group as well;
- Highlight the mentee's idea and give her confidence within the group;
- Encourage the mentee to deepen her thinking by clarifying her thoughts.

To do so, mentors should not hesitate to repeat or summarize the ideas.

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Resources:
Useful Communications Skills - How to Paraphrase and Summarize - Coaching and Action Learning (managementhelp.org)
2.6 3 Types of Paraphrases.pdf (idahotc.com)

Slide 22: Questioning (5 minutes)

The 5W2H tool can be used by mentors to deepen the mentee's idea, identify the next steps and a vision to share with the jury
This exercise might also encourage the mentees to keep on working on the project together after the events, as they will already have identified the next steps

Slide 23: Powerful questioning (15 minutes)

Another tool is the « powerful questioning »: beyond the question you're trying to answer might be hidden another one, the real one you want to answer.

Try to practice in groups of 2: One the two starts by asking an open-ended question that he/she is trying to answer (it can be work related or about family, personal, about life balance, family, etc)

The partner will then paraphrase the question into another open-ended question and the one who first asked the question will do the same. By paraphrasing the question, this should lead to the powerful question: what is the real question you want to answer?

Slide 24: Conclusion (10 minutes)

5 minutes for them to share their thoughts on today's session and the events to come
5 minutes to share the next steps and access to resources:
- This presentation
- The bibliography of today's session to go deeper into the concepts
- Each other's contacts
- The event's content
- Tools on how to make a good pitch

Resources :

About We4Change:
- DLI and Partners Launch WE4Change Project – Digital Leadership Institute (dlii.org)
- All educational resources can be found at: http://we4change.eu/educational-resources/

Edgar Schein:
- Edgar H. Schein | MIT Sloan
- Are You the Expert, the Doctor, or the Process Guy? | Leader's Beacon : Knowledge is Power (leadersbeacon.com)
- How You Can help - Process Consultation – deparkes
- Exploring The Consultant's Helping Role – Results Map®
- Helping: How to Offer, Give, and Receive Help: Edgar H. Schein: 8601400277584: Amazon.com: Books

Otto Scharmers:
- Dr. C. Otto Scharmer | Otto Scharmer
- Otto Scharmer's 4 Levels of Listening: Be a Better Listener - The World of Work Project
- Four Levels of Listening (businessballs.com)

Paraphrasing:
- Useful Communications Skills - How to Paraphrase and Summarize - Coaching and Action Learning (managementhelp.org)
- 2.6 3 Types of Paraphrases.pdf (idahotc.com)

How to prepare a good pitch?
- The Pitch Canvas | Upmetrics
- Storytelling for female game-changers | Udemy
- The Art off Effective Storytelling in Pitch Decks | Best Pitch Deck Examples | Pitch Deck Templates | SlideUpLift